

MONDAY 4th October 2021 - Public Holiday

TUESDAY 5th October 2021

Zoom Link <https://nsweducation.zoom.us/j/62420388321?pwd=MHd4UHU1Vy9kZWJRa0l3UlhTS092Zz09>

Meeting ID: 624 2038 8321 Passcode: 179791

ZOOM Sessions today

9.00am Number Talk with Miss Fox

10.50am Phonics with Miss Roumanos

2.00pm Darug Language with Ms Seymour

View your daily overview on your Google Classroom.

Mathematics

TASK 1 - Maths warm up

Offline-

Fill in the blacks

$$4 + ? = 13$$

$$23 + ? = 39$$

$$? - 32 = 76$$

$$? - 21 = 87$$

Online - found on google classroom.

Morning



TASK 2 – Whole Number

Online: Activity can be found on google classroom

Offline:

Learning Intention: We are learning to count forwards and backwards by tens and hundreds on and off the decade

Success Criteria:

- Count forwards and backwards by tens on and off the decade
- Count forwards and backwards by hundreds on and off the decade

Activity 1:

Continue the pattern by counting forwards by tens

10 20 30 40 _____

3 13 23 _____ 63 73 _____

Continue the pattern by counting backwards by tens

160 150 140 _____

345 335 325 _____

876 _____ 846 _____

Activity 2:

Continue the pattern by counting forwards by hundreds

100 200 300 _____

450 550 _____ 1150 1250 _____

86 _____ 286 _____

Continue the pattern by counting backwards by hundred




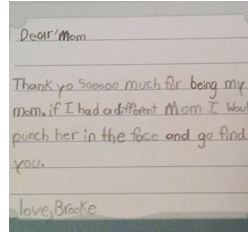
1100 _____ 900 800 700 _____

6789 _____ 6589 6489 _____


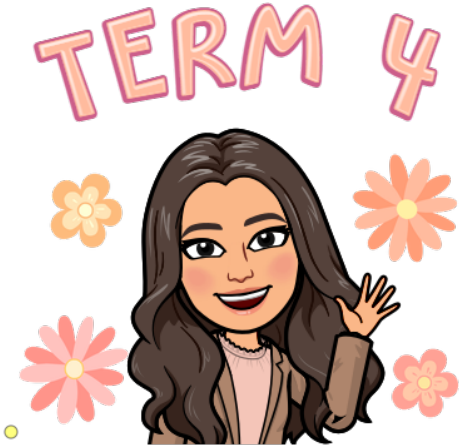


Activity 3:


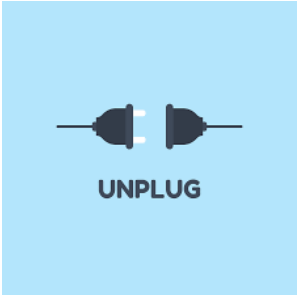
Practice counting forwards and backwards by tens and hundreds off the decade by



		selecting your own numbers.						
Break	Break	Break						
Middle	<p>Phonics: /ow/ - slow, /oe/ - toe, /ough/ - dough Focus words: Bow, tow, own, low, show, slow, flow, grow, crow, fellow, below, arrow, yellow, pillow, row, snow, borrow, elbow, hollow, meadow, swallow, window, tomorrow, bungalow, throw, shadow, toe, foe, hoe, woe, doe, goes, oboe, Joe, tiptoe, dingoes, echoes, geckoes, ghettos, grottoes, heroes, hoboes, mangoes, mistletoe, oboe, pekoe, potatoes, tomatoes, tornadoes, volcanoes, dough, though, although.</p> <p>Activity 1: Brainstorm words that contain the focus phonemes (ow, oe, ough). Using paper, draw a table and three columns. Each column must have the spelling ow, oe, ough.</p> <table border="1"> <thead> <tr> <th>ow</th><th>oe</th><th>ough</th></tr> </thead> <tbody> <tr> <td>slow</td><td>toe</td><td>dough</td></tr> </tbody> </table> <p>Activity 2: Choose <i>eight</i> words from what you have brainstormed. How many syllables are in the word? Remember: syllables = counting or clapping the beat in words (e.g. fellow - fel / low)</p> <p>Online: Found on your Google Classroom.</p> 	ow	oe	ough	slow	toe	dough	<p>Writing: Learning Intention We are learning to plan, compose, edit and revise a letter.</p> <p>Success criteria I can</p> <ul style="list-style-type: none"> identify the purpose for the audience <p>A Letter is a written piece of communication. A letter is usually written with the purpose to:</p> <ul style="list-style-type: none"> provide information convey a message request for a task to be done to report about a situation <p>Activity: Look at the examples of the different ways letters can be written. The way we write letters has changed over time however the purpose has stayed the same. Write your response to the following questions: Why do we write letters? Have you ever received a letter? Have you ever sent a letter? Remember to think of the different ways a letter can be written. If you have ever received or sent a letter, what was its purpose? Can you think of reasons why someone might send or receive a letter?</p> <p>Online: Found on your Google Classroom.</p>   
ow	oe	ough						
slow	toe	dough						
Break	Break	Break						
Afternoon Darug Language 2pm	<p>Geography - My Life Online: Respond to google classroom activities Offline: This term in geography we will be investigating the similarities and differences between places and also perception and protection of places. Where do you live? Draw a map of Australia and locate your home. What suburb do you live in? Has this suburb always looked like this? Research the history of the suburb you live in e.g. Riverstone. How many people lived there 100 years ago? What did these people do? What were their jobs? How has your suburb changed in 100 years? Draw a picture of Riverstone in 1921 and draw a picture of Riverstone in 2021. How are the places similar and different? What has changed? What makes Riverstone a great place to live today?</p>							

Wednesday 6th October 2021

Stage 2 ZOOM LINK	Zoom Link https://nsweducation.zoom.us/j/62420388321?pwd=MHd4UHU1Vy9kZWJRa0l3UIhTS092Zz09 Meeting ID: 624 2038 8321 Passcode: 179791 ZOOM Sessions today 9.00am Number Talk with Mrs Bairstow 10.50am Language Conventions with Mrs Barny 2.00pm Stage 2 Connects – join your teachers and friends online today for a catch-up chat and some fun games! View your daily overview on your Google Classroom.	
Morning	<p>Mathematics</p> <p>TASK 1- Maths warm up</p> <p><u>Offline-</u> Solve the following questions using efficient strategies.</p> <p>14 x 3 = 67 x 4 = 78 x 5 =</p> <p><u>Online</u> - found on google classroom.</p>  	<p>TASK 2 – Whole Number</p> <p><u>Online:</u> Activity can be found on google classroom</p> <p><u>Offline:</u></p> <p>Learning Intention: We are learning to arrange numbers of up to four digits in ascending and descending order</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> - Understand the difference between ascending and descending order - Order numbers from smallest to largest - Order number from largest to smallest. <p>Activity 1: Research what is the difference between ascending and descending order.</p> <p>Activity 2: Put the following numbers in ascending order: 5, 2, 8, 3 123, 654, 876, 234, 109 8762, 4567, 9021, 7643, 9734 16 345. 34 768, 21 890, 34 678, 30 098, 25 709, 24 399</p> <p>Activity 3: Put the following numbers in descending order: 8, 3, 5, 4, 1, 9 345, 213, 678, 901, 456, 890 4567, 3209, 5678, 1009, 3098, 4567, 7890 12 309, 67 456, 90 345, 87 499, 90 345, 61 004, 39 840</p> 
Break	Break	Break
Middle	<p>Phonics: /ow/ - slow, /oe/ - toe, /ough/ - dough</p> <p>Focus words: Bow, tow, own, low, show, slow, flow, grow, crow, fellow, below, arrow, yellow, pillow, row, snow, borrow, elbow, hollow, meadow, swallow, window, tomorrow, bungalow, throw, shadow, toe, foe, hoe, woe, doe, goes, oboe, Joe, tiptoe, dingoes, echoes, geckoes, ghettoes, grottoes, heroes, hoboes, mangoes, mistletoe, oboe, pekoe, potatoes, tomatoes, tornadoes, volcanoes, dough, though, although.</p> <p>Activity 1: Elkonin boxes</p>	<p>Writing:</p> <p>Learning Intention We are learning to plan, compose, edit and revise a letter.</p> <p>Success criteria I can</p> <ul style="list-style-type: none"> - Understand and identify the structure of a letter. - Order and rewrite the structural components of a letter. 

	<p>Break the key words below into the individual phonemes you hear e.g. hollow = h/o//l/ow - 4 phonemes.</p> <p>Key words: bow, grow, arrow, goes, mangoes, dough, although.</p> <p>Activity 2: Jumble Mania</p> <p>Think of as many focus words as you can in 3 minutes. Using paper, write them down without looking at the focus words. They must be spelt correctly. Make sure you are timing yourself!</p> <p>Online: Found on your Google Classroom.</p>	<p>Letters can be written in different ways. They can be written as postcards, emails, text messages, and facebook messages. Today, we are going to look at writing a formal letter. A formal letter uses a certain structure so that it makes sense to the person you are sending it to. A letter must have:</p> <ol style="list-style-type: none"> 1. Heading (name and address at the top right hand corner) 2. Date (the date you wrote your letter on) 3. Greeting (e.g. Dear....) 4. Paragraph 1 (What you want to say and the reason why you are writing) 5. Paragraph 2 6. Paragraph 3 7. Conclusion (e.g. From...) <p>Activity: Oh no! This letter has been jumbled up. You must put it back together again. Using paper, rewrite this formal letter in the correct order (found on the last page of this document).</p> <p>Online: Found on your Google Classroom.</p>
Break	Break	
<p>Afternoon Stage 2 Connects 2.00pm</p> 	<p>PE</p> <p>Soccer skills</p> <p>With a ball or balloon how many times can you kick the ball without touching the ground?</p> <p>How many times can you kick it against a wall in 2 minutes?</p> <p>How many times can you dribble the ball around a chair or clothes line without losing control of the ball?</p> <p>Kick the ball to a friend or family member and get them to stop the ball and pass back.</p> <p>Play a game of soccer with your family.</p> <p>RPS Unplugged</p> <p>It is time to pack away the devices. Join us from 1- 2pm as we disconnect from technology. You might like to go for a walk, play in your backyard, do some gardening or even read a book.</p>	



THURSDAY 7th October 2021

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<div>Morning</div>	<div><div>Mathematics</div><div>Task 1 - Maths warm up</div><div><div><div><div><div><div></div><div>-100 less</div></div><div><div>-10 less</div><div>+10 more</div></div><div><div>+100 more</div><div></div></div></div></div><div></div></div></div><div><div>Offline- Fill in this table with the numbers 213, 576 and 865.</div><div>Online - found on google classroom.</div></div></div> <div><div>TASK 2 – Data</div><div>Learning Intention: We are learning to interpret graphs.</div><div>Success Criteria: I can:</div><div><div><div>Describe information in table and graphs</div><div>Use 2 graphs to show the same data</div><div>Interpret and evaluate the effectiveness of various data displays</div><div>Compare 2 data graphs</div></div></div><div><table><tr><td>Colour</td><td>Tally</td><td>Total</td></tr><tr><td>Blue</td><td> </td><td>15</td></tr><tr><td>Purple</td><td> </td><td>9</td></tr><tr><td>Red</td><td> </td><td>4</td></tr><tr><td>Green</td><td> </td><td>20</td></tr></table><div>Answer these questions using the data above.</div><div><div>Which colour is Stage 2’s favourite?</div><div>Which colour is Stage 2’s least favourite?</div><div>How many more students liked green than red?</div><div>Which 2 colours were liked the most?</div></div><div>Create your own graph using the data above.</div><div>Online - found on google classroom.</div></div></div>	Colour	Tally	Total	Blue		15	Purple		9	Red		4	Green		20
Colour	Tally	Total														
Blue		15														
Purple		9														
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Activity 1: Sentence Building!

Choose a variety of words from the focus words list. You are required to write a compound sentence. In your compound sentence, you must have ONE word from the focus word list and a conjunction. Make sure to underline the conjunction used in this sentence.

Create and write at least five sentences.

Activity 2: BINGO!

Play a game of bingo with members from your family. You will need to draw a 3 x 3 grid. Players need to write 9 of the focus words. The host will call out a word, if you have that word, cross it out. To win you need to have three words in a row.

tiptoe	throw	potatoes
yellow	elbow	grow
shadow	slow	crow

Online: Found on your Google Classroom.

- I can write with purpose to engage my audience

An email is one way a letter can be written. In today's world handwritten letters are not always used, instead people like to use technology to write letters and send them straight away as the reader will get it faster.

Activity: Today we are planning to write an email to a friend we have not seen because of lockdown. In your email you might like to discuss what you did in the holidays, what you are missing about your friend, ask your friend questions or talk about something you both like to do. Use the planning table below to help you with your plan.

Heading (subject)	My Holidays
Greeting	Dear _____
Body paragraph 1	Asking questions about their holidays
Body paragraph 2	Telling them about what you did in the holidays
Body paragraph 3	What you want to do with your friend when you see each other
Closing and name	From _____

Online: Found on your Google Classroom.

Break

Break

Science - Material World

Offline: What is a material? A material is a substance from which something can be made. List as many different types of materials as you can. When would you wear gumboots? Why? Would you wear a jumper in the desert? Why/why not?

A property of material represents the distinctive characteristics that can be identified, tested and used to help people select the most suitable material for a particular use.

The object is a raincoat. The raincoat is made of _____. The raincoat was used because it is _____.

The object is a window. The window is made of _____. The window was used because it is _____.

Scavenger hunt

Find items in your house that are made from different materials. Then complete this table:

Item	Material	Properties	What is it used for?

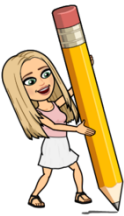

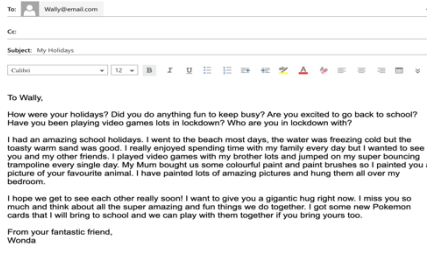

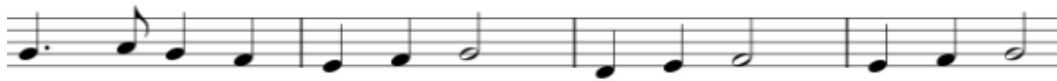
Online: Found on your Google Classroom.



Afternoon

FRIDAY 8th October 2021

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Morning	Mathematics <u>Offline-</u> Task 1 - Maths warm up Target Think of as many number combinations as you can for the numbers 75, 154 and 256. You can use multiplication and division number sentences. <u>Online-</u> found on google classroom.	TASK 2 – Data Learning Intention: We are learning to interpret graphs. Success Criteria: I can: <ul style="list-style-type: none">Describe information in table and graphsUse 2 graphs to show the same dataInterpret and evaluate the effectiveness of various data displaysCompare 2 data graphs <table><tr><th>Colour</th><th>Tally</th><th>Total</th></tr><tr><td>Blue</td><td> </td><td>15</td></tr><tr><td>Purple</td><td> </td><td>9</td></tr><tr><td>Red</td><td> </td><td>4</td></tr><tr><td>Green</td><td> </td><td>20</td></tr></table> <p>Activity: View this youtube link to revise of how to draw a bar graph. https://www.youtube.com/watch?v=ReW4MPqXTvA Using the above table – record the data accurately using tally marks. Draw a column graph to represent the data or use this website to create a column graph. Remember to include a title and label the x and y axis. https://www.meta-chart.com/bar Draw a bar graph using the same data. Use this website to complete the graph or draw one in your book and upload it to the classroom. https://nces.ed.gov/nceskids/graphing/classic/bar.asp What do you notice about these graphs? What do you think is similar? <u>Online</u> - found on google classroom.</p>	Colour	Tally	Total	Blue		15	Purple		9	Red		4	Green		20
	Colour	Tally	Total														
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Break	Break	Break															

Middle	<p>Phonics: /ow/ - slow, /oe/ - toe, /ough/ - dough</p> <p>Focus words: Bow, tow, own, low, show, slow, flow, grow, crow, fellow, below, arrow, yellow, pillow, row, snow, borrow, elbow, hollow, meadow, swallow, window, tomorrow, bungalow, throw, shadow, toe, foe, hoe, woe, doe, goes, oboe, Joe, tiptoe, dingoes, echoes, geckoes, ghettos, grottoes, heroes, hoboes, mangoes, mistletoe, oboe, pekoe, potatoes, tomatoes, tornadoes, volcanoes, dough, though, although.</p>  <p>Activity: Dictation</p> <ol style="list-style-type: none"> 1. Ask a parent or carer to read out the words below, one at a time. Using paper, spell and write the words that you hear. <u>Do not</u> look at the words that you see below until you have attempted to spell all the words. <p>Words to spell: slow, low, below, tomorrow, dingoes, tiptoe.</p> <ol style="list-style-type: none"> 2. Ask a parent or carer to read out this sentence. As someone is reading the sentence, write the sentence that you hear. Did you spell all the words correctly? <p>I like to tiptoe very slowly when I see lots of yellow dingoes.</p> <p>Online: Found on your Google Classroom.</p>	<p>Writing:</p> <p>Learning Intention</p> <p>We are learning to plan, compose, edit and revise a letter.</p> <p>Success criteria</p> <p>I can</p> <ul style="list-style-type: none"> - use the correct letter structure - organise my ideas into paragraph - write with purpose to engage my audience (To....) - use correct grammar and punctuation <p>Activity: Today you are going to be using your email plan to write your email to a friend you have not seen in a while. You can choose any friend you would like. Remember to use paragraphs to organise your ideas to make it easier for your friend to read. You might like to use the picture example below to help you with the structure of your email.</p> <p>After you have written your letter, use this checklist to edit your email and make sure you have followed the structure of an email.</p> <ul style="list-style-type: none"> o Subject o Greeting o Ideas in paragraphs o Punctuation o Closing and name <p>Online: Found on your Google Classroom.</p>  
Break	Break	
Afternoon	<p>Music:</p> <p>Activity 1: In music they use symbols to let the person singing or playing the instrument know how the music is supposed to sound. These are symbols you would see if you were playing an instrument. Crotchet, semibreve, Quaver, pair of quavers, minim and dotted minim. Using these symbols create 3 different patterns. Your patterns should contain at least 8 musical symbols.</p> <p>Activity 2: In a musical score (which is what musicians use) you will see that there are 5 lines, these are called a staff. The symbols are placed on the lines, above the lines or below. Create a pattern, this time using a staff. You may need to draw your staff before creating your pattern.</p> <p>Online - Found on your Google Classroom.</p>	 

Wednesday Writing Lesson

This letter is jumbled up.

Rewrite it in the correct order.

From your fantastic friend,
Wonda

I had an amazing school holidays, I went to the beach most days. The water was freezing cold, but the toasty warm sand was good. I really enjoyed spending time my family everyday, but I wanted to see you and my other friends.

6th October 2021

I am writing to you to explain why I miss you so much. How were your holidays? Did you do anything fun to keep busy? Are you excited to go back to school? Have you been playing video games lots in lockdown? Who are you in lockdown with?

I hope we get to see each other really soon! I want to give you a gigantic hug right now. I miss you so much and think about all the super amazing and fun things we do together.

Wally Wu
7 Broadway Street
Sydney, NSW, 2765

Dear Wally